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ABSTRACT

Designed to assist community college administrators and faculty in obtaining direct funding grants to enhance vocational education programs and services, this Vocational Education Resource Package (VERP) provides guidelines for writing grant proposals. The VERP is tailored for programs requesting funds from the California Community Colleges or other federal or state agencies. After providing background information on the VERP series, the booklet presents overall tips on proposal writing, underscoring the importance of brainstorming, breaking down the task of proposal writing into manageable pieces, and including appropriate and documented references. The next section explains the Request for Proposal (RFP) process, including a hypothetical RFP, an outline of the RFP format, and a list of tasks to complete before beginning to write the proposal. Next, section-by-section guidelines for writing the technical proposal are presented, focusing on the cover page, abstract, table of contents, introduction/needs statement, goals and objectives, procedures/activities, timeline, project management, locations and facilities, evaluation, dissemination, statement of compliance, and appendixes. Tips and examples are provided for most sections. The final sections offer assistance in preparing the cost proposal and detailed budget, a checklist of major issues and components, stylistic recommendations, and a list of resources. (AC)

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VOCATIONAL EDUCATION RESOURCE PACKAGE

Grant Writing

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Prepared for the
Chancellor's Office of the
California Community Colleges

JC 930 280

Prepared by the
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VOCATIONAL EDUCATION RESOURCE PACKAGES (VERPs)

Vocational Education Resource Packages (VERPs) are made available to the California Community Colleges through a special project grant. VERPs are designed to assist community college administrators and faculty in enhancing vocational education programs and services, especially those serving special population students.

Each VERP contains information about successful program strategies and ideas currently in use in vocational education programs at the California Community Colleges. VERPs enable the dissemination of various program approaches to interested colleges, and provide resource materials to improve or develop programs which respond to local needs.

The VERPs are organized along thematic lines based on the needs of California Community Colleges. This VERP provides information on grant writing.

VERP Titles	
Industry-Education Partnerships	Partnerships with the Public Sector
School-to-Work Transitions	Multi-media Instruction
Trends in Gender Equity	Promising Practices
Career Development	Staff Development
Rural Programs	Grant Writing

TECHNICAL ASSISTANCE

The special project grant that enabled the development and dissemination of the VERPs also provided for technical assistance. **Technical assistance services and workshops are available free of charge through June 1993.** The workshops and technical assistance will be provided by community college faculty and other resource people with relevant experience and know-how to share. Should your college wish to have an on-site workshop, or should you desire additional information, please contact:

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BACKGROUND

For a project of any size or duration, resources are necessary. While resources may come in many forms-- such as facilities, equipment, human resources, and in-kind contributions-- the most common resource required by most projects is direct funding. Direct grants are much sought after for many reasons. In specific, they:

- Allow for greater creativity and innovation
- Give staff a sense of ownership over the program, and
- Allow programs to expand and offer services that it otherwise could not.

While grant funds are available from many sources (such as state, federal and local public agencies, private philanthropies and corporate giving programs, etc.) public agencies are by far the most plentiful resource. This VERP is tailored for programs requesting funds from the California Community Colleges (CCC) or other public agencies (i.e. U.S. Department of Education, California Department of Education). By giving you the "nuts and bolts" of grantwriting, we hope that your program can garner the resources required to provide for daily operation and to assure the longevity of your project.

This Resource Packet is designed to be a comprehensive guide for writing a proposal. However, the following section highlights some overall tips for writing proposals.

OVERALL TIPS FOR ORGANIZING IDEAS AND DEVELOPING PROPOSALS

- **Brainstorm! Brainstorm! Brainstorm!** Invite others to participate in a "brain dump" of ideas. You will not be able to use all of their input in your proposal but the process should allow you to test, expand, refine, etc. your ideas. Group brainstorming will also help you gain support for your project from others. This can be particularly useful in obtaining administrative approval for your project.

- **Break down the task into bite-size pieces**. Do not try to write the proposal in one or two days. Divide into smaller tasks. Allow time for writing, rewriting, reflection, editing, etc.

- **Make an outline and deadlines -- use as a road map**. Determine what research must be undertaken, when proposal sections must be written, who will read/approve the proposal. Set deadlines for yourself.

- **Include appropriate and documented references to legislation, statistics, reports, relevant studies, past research, etc.** Make sure that references are complete, accurate and relevant to the current scope of work.

- **"Strut Your Stuff"--but stay honest.** Find ways to demonstrate to your reader that you are capable of performing the work you propose. Assert your experience, resources, skills, knowledge, and credibility.

- **Proofreed, Prooofread, Prufread**.

- **Use an outside editor** (someone other than yourself) to review your final document for any possible inconsistencies, matters needing clarification, changes in tone, grammatical and syntax shortcomings, typographical errors, or misspellings.

- **Develop a checklist to ensure that nothing has been omitted**. Take special care to make sure that all required forms are included and complete.

- **Once more...with feeling: Proofread, Proofread, Proofread**.

The following section will describe the RFP process for notification of available grant monies.

THE REQUEST FOR PROPOSAL PROCESS

The **Request for Proposal (RFP)** process is the phrase commonly used throughout the public sector as a mechanism to equitably solicit bids to complete a specific set of tasks. However, there are several types of requests which you may be asked to respond to:

- The **RFP** requires the bidder to provide examples of past work, resumes, and qualifications, and a detailed workscope, budget, and a timeline for completing major activities of the project;
- The **Request for Qualifications (RFQ)** which requires the bidder to submit resumes, summaries of past related projects, and/or a discussion of the bidder's qualifications for the proposed project, but does not ask for a workscope;
- The **Request for Interest (RFI)** asks prospective bidders to submit a preliminary letter stating their desire to receive and/or complete the RFP; and finally
- The **Request for Applications (RFA)** asks all applicants to submit the same document as the RFP.

While discrete definitions exist for each of these terms, it is important to note that they are sometimes used interchangeably.

For many grant writers the RFP process is a creative and challenging experience. It encourages innovative ways for meeting a need, solving a problem, or managing an on-going project. The RFP process allows for "brainstorming," background research, and possibly group interaction.

Developing a response to an RFP is actually a three part process:

1. Creating a response to the problem at hand and devising a sound methodology for achieving the project objectives;

2. Writing the proposal sections according to the required format, completing forms, and including supplemental information; and

3. Developing a realistic schemata from which you will work when you win the project. This includes devising a realistic budget, timeframe, and identifying any necessary assistance (subcontractors, additional staffing, or resources) needed to complete the project according to the proposal workscope.

Each of these parts is critical to developing a final proposal that is complete, realistic, creative, and worthy of funding.

The following is an example of a hypothetical RFP for gender equity:

REQUEST FOR PROPOSAL

NEED: The demographics of students who matriculate at each of the 107 community colleges varies dramatically from one college to the next. Thus, each college must tailor its recruiting efforts in order to best market its vocational education services and programs to underrepresented populations. This is especially true for single parents and displaced homemakers. There is a need for colleges to systematically identify the characteristics of the single parent and displaced homemaker populations in their local area, and to develop, implement, and monitor innovative recruiting programs targeted to these groups that will increase student access to vocational education programs and services.

This RFP is designed to fulfill the fifth objective adopted by the Board of governors for the State Plan for Vocational Education:

> *"To maintain and improve vocational education opportunities for special needs students."*

OBJECTIVES: The goal of this project is to develop, implement, and monitor innovative recruiting strategies at each college which address the special needs of underrepresented populations in vocational education programs, specifically single parents and displaced homemakers. The objectives will be:

1. Identify characteristics of local single parent and displaced homemaker populations.
2. Develop innovative methods for recruiting single parents and displaced homemakers to vocational education programs; develop methods to ensure that students have access to and greater awareness of vocational education programs and services.
3. Implement recruiting programs targeted to the single parents and displaced homemakers.
4. Monitor activities and services provided to students in order to evaluate the effectiveness and efficiency of the recruiting activities.
5. Ensure that all materials developed for this contract are bias free and non-discriminatory.

Suitable proposals will include information on each of the following topics:

PROCEDURES/ACTIVITIES	**PROJECT MANAGEMENT**
LOCATION/FACILITIES	**BUDGET** The total budget available for this project is $15,000.
EVALUATION	**DISSEMINATION**

A final report will be developed documenting the activities of the contract. One camera ready copy (suitable for duplication) and ten duplicate copies will be disseminated to the Chancellor's Office of the California Community Colleges.

It is critical to follow the instructions outlined in the RFP exactly as they are described. Public agencies ask for this level of specificity and compliance to assure standardization among applications and to avoid any possibility of bias in selecting among proposers. It is not uncommon for applications to be disqualified because they did not follow the RFP format, so pay particular attention to assure you have included all the necessary requirements.

Oftentimes responses to RFPs are comprised of two major components: (1) a technical proposal outlining your specific approach to the need and the staff and personnel you would use, and (2) a cost proposal outlining the budget and expenditures involved in completing the task. The following sections offer specific strategies on developing technical and cost proposals.

TIP: **The Chancellor's Office of the California Community Colleges publishes a guide to RFPs: Vocational Education Special Project Request for Proposals. This guidebook provides detailed RFP information that will help you stay on track and avoid unnecessary work.**

The RFP Format

Instructions for submitting both the technical and cost proposals to the contracting agency are contained within the RFP. The Chancellor's Office has published a Request for Proposals handbook which contains detailed information on the major sections of a proposal. They include the following:

- **Program Summary**
  This section will describe context of the RFP. This will include a description of the contracting agency and the task to be performed. Community College RFPs contain the purposes of the Carl D. Perkins Vocational Education Act. Also included are the goals and objectives of the California Community Colleges Vocational Education Unit.

- **Common Questions**
  Common questions covered include: Who can apply? What types of projects are funded? What are the terms of the contract? There is also information on application procedures; financial limitations; administrative costs; reimbursement procedures; reporting; and copyright authority.

- **Terms and Conditions of the Request for Proposal (RFP)**
  Included in this section are: audit requirements; corporate qualifications; protest procedures; proposal inquiries; contractor evaluation, among others.

- **The Review Process**
  This section of the RFP includes the contractor selection process and selection criteria.

- **Proposal Format -- Technical Proposal**
  The proposal format is mandatory. All questions must be answered and all requested data must be included. Covered here are: needs statement; objectives; procedures/activities; project management; locations/facilities; evaluation; dissemination; project coordination; and statement of compliance.

- **Proposal Format -- Cost Proposal**
  A discussion of the preparation of cost/price bids is outlined.

- **Calendar of Important Dates**
  Included in this section are: bidders workshops; proposal deadline; proposal review; protest deadline; project implementation; project director workshops; and project completion.

- **Project Specifications**
  Specific projects are described. The need for the project is outlined. Objectives, activities/procedures, funding amounts, among others are included.

- **Required Proposal Forms**
  Forms include cover page, abstract, statement of compliance, M/WBE status, budget forms, among others.

- **Project Director Instructions**
  Instructions for project directors cover such subjects as: contracts/ agreements; changes in key personnel; subcontracting; project reports; budget reporting; project monitoring; claims for reimbursement, among others.

- **Appendices**
  The final section of the RFP will include any additional forms to be completed. This section might also include possible subcontractors and the list of individuals who received the RFP.

TIP: **Proposals not submitted in the format outlined by the RFP guidelines will not be reviewed.**

TIP: **Submit as many copies of the proposal as directed by the RFP.**

Before You Begin to Write

Before you begin to write your response to an RFP, you need to lay a strong foundation for your project and get "grounded." This will keep you on track, keep you progressing toward completing the proposal on time, and limit any unnecessary tasks. Here are a few ways to start:

- **Read and re-read the RFP carefully.** Be sure you understand what is requested, and anticipate what your reader is looking for in the proposal. Carefully search the RFP for words such as **may** and **shall**. "May" is a permissive word meaning that a task is optional if strong rationale is made or another direction is proposed. "Shall" is a directive word and requires that the proposer address the stated task.

- **Conceptualize how you see the project in action.** Visualize how you anticipate the project will operate once you have received funding. This will be invaluable to you when you "flesh out" the activities section of the proposal.

- **"Brainstorm" new ideas, innovative approaches to tasks, and novel solutions to problems.** Brainstorming works best when you can bounce your ideas off the ideas and comments of others. You can brainstorm with deans and administrators, faculty members, students, and program providers from other colleges.

- **Solicit support from others.** Begin thinking who can assist in preparing the proposal as well as who would be best to assist with implementing the project.

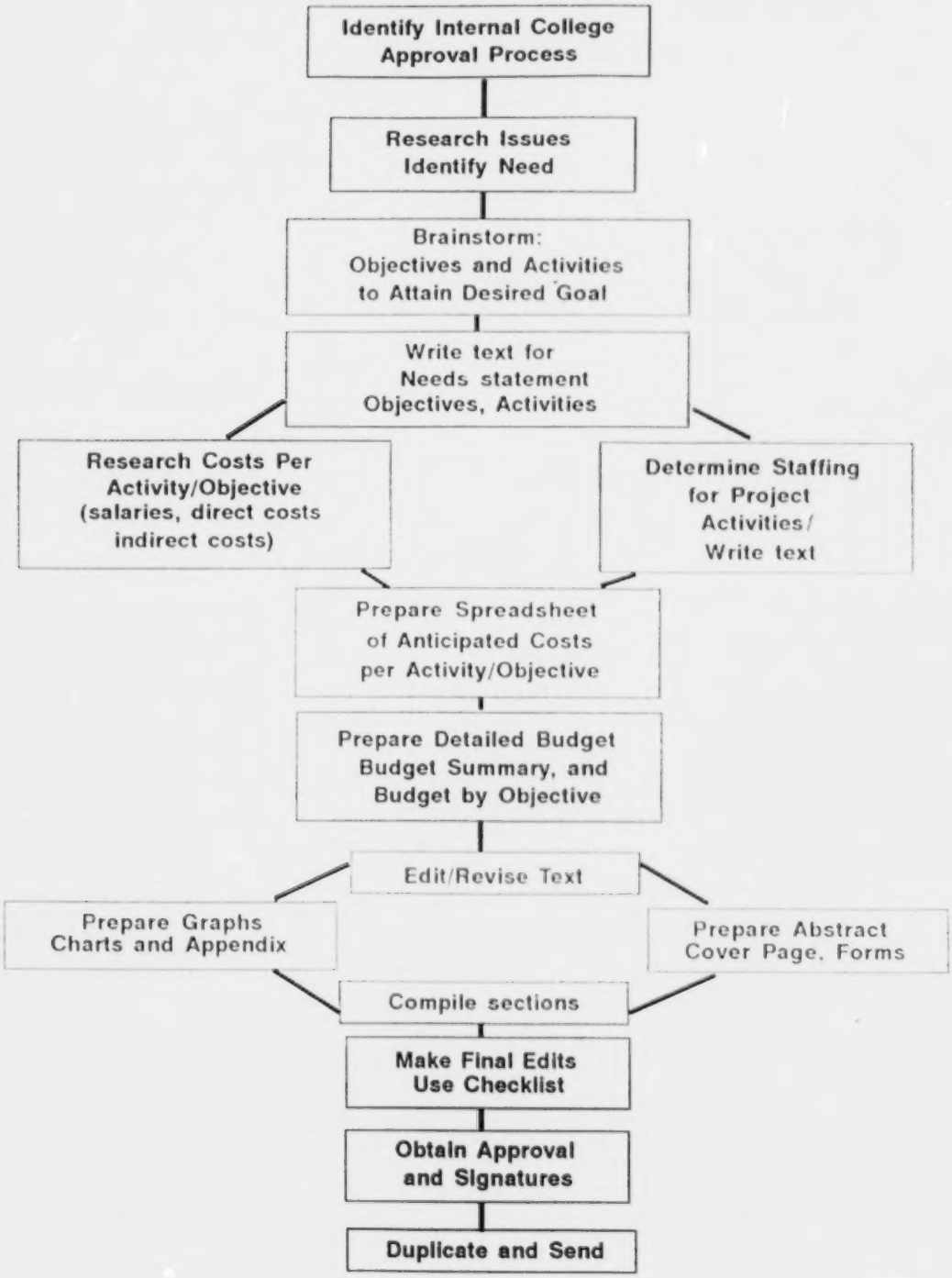
- **Research any similar projects, current or past, that can help you formulate your approach and or learn how others succeeded or failed.** Also research supporting documents, statistics, or trends that will support your Needs Statement.

- **Write what you can live with.** Your proposal will serve as your primary guide in actually implementing your project. Many times the proposal is an inextricable part of the contract, and you are bound to implement every activity listed. Include in your proposal those activities and final products you feel secure you can do.

- **Calculate the time needed to prepare the proposal.** If you have two weeks before the proposal is due, estimate how much time you can invest in each section and develop a realistic set of internal deadlines for each piece. This will reduce panic and keep you on schedule.

The chart and checklist on the following pages will help you conceptualize and plan your writing process.

Path to Preparing a Proposal


Identify Internal College Approval Process
Research Issues Identify Need
Brainstorm: Objectives and Activities to Attain Desired Goal
Write text for Needs statement Objectives, Activities
Research Costs Per Activity/Objective (salaries, direct costs indirect costs)
Determine Staffing for Project Activities/ Write text
Prepare Spreadsheet of Anticipated Costs per Activity/Objective
Prepare Detailed Budget Budget Summary, and Budget by Objective
Edit/Revise Text
Prepare Graphs Charts and Appendix
Prepare Abstract Cover Page, Forms
Compile sections
Make Final Edits Use Checklist
Obtain Approval and Signatures
Duplicate and Send

The Proposal Checklist

Proposal Title: _____

_____

Date Due: _____

Responsible Person: _____

Item	Date Due	Responsible Person	Completed/ Not Applicable
Cover			
Title Page			
Abstract			
Table of Contents			
List of Figures			
Need Statement			
Objectives			
Procedures/Activities			
Project Management			
Project Coordination			
Timeline			
Location/Facilities			
Evaluation			
Dissemination			
Statement of Compliance			
Cost Proposal			
Detailed Budget			
Budget by Objective			
Appendices			

THE TECHNICAL PROPOSAL

Cover Page

In general, your cover page should be a concise letter to the contracting officer indicating who you are and what your proposal is about. You can use the cover letter to briefly describe to the agency why you are "uniquely qualified" to receive the funds. You may also use the letter to show the contracting agencies your understanding of the scope of work.

Usually the cover letter must be signed by someone who is legally able to sign a contractual agreement on behalf of your program.

TIP: Certain agencies will ask you to include specific elements in your cover letter. Check the instructions in the RFP for the specific requirements.

If you are applying for a grant from the Chancellor's Office, you can anticipate that the following items will be required in your cover page:

- The Identification Number (ID) of the project specification in the upper right-hand corner.
- Signatures, including:
  - District Superintendent or authorized designee
  - Chief Administrator for Occupational Education or authorized designee
  - Project Director (if applicable) for submitting proposals
- Signatures on some of the copies must be originals. Follow instructions closely.

Abstract

Some RFPs, especially those disseminated by the Chancellor's Office, will require the proposer to include an abstract. An **abstract** should simply and concisely summarize the entire proposal in less than 500 words. In addition, it cannot exceed the space provided on the form.

- The abstract must include statements on:
  - -- Objectives;
  - -- Procedures;
  - -- Expected contribution or impact of project; and
  - -- Resulting products and/or services.

Two examples of proposal abstracts are included below:

Abstract Example #1

To provide the tourism industry with qualified graduates in hotel/hospitality management, this project will develop a curriculum to provide a career ladder for students that would articulate with out-of-state programs. In addition, this project will develop health and safety courses related to food service and the local Spanish-speaking population. Finally, the project strives to be a model program which can be replicated.

To achieve these goals, project staff will first conduct a feasibility study of employer need. In addition, an advisory committee comprised of both local business people and college faculty will be established. This committee will assist in the design of the curricula and will help to establish a training program for high school students and displaced workers. The long term goal of this project is to link community college resources with business partnerships to meet the needs of local industry.

Abstract Example #2

The basic goal of this project is to increase the enrollment of students in nursing programs by providing students with an explanation of the educational and career pathways for nursing. This will be accomplished through the development of a recruitment video addressing many of the detailed aspects of the education required for various nursing careers. A project Advisory Committee, consisting of representatives form the nursing departments of three colleges, will develop the script for the video. Project staff will work closely with local hospitals and the schools to film and edit the video. A user's guide will also be developed as a companion piece. The video will be disseminated at all 107 CCC campuses. This project has the long term goals of increasing enrollment in nursing programs.

Table of Contents

A separate Table of Contents must be incorporated into your proposal. In doing so, include the following:

- Number all pages of your proposal at the bottom of each page.
- Each component of the proposal's narrative should be listed and page numbers indicated.
- A listing of tables, charts, figures, etc. is optional.
- All materials included in the Appendices need not be listed in the Table of Contents.

Introduction/Needs Statement

The **Introduction or Needs Statement** provides an opportunity to concisely and directly state your overall awareness and understanding of the need that will be addressed by the grant. In addition, the needs statement indicates how your proposal will bring improvement to a current situation or provide a solution.

The project specification -- as outlined in the RFP -- describes a statewide need. Your proposal must address how you will confront this need at the **local** level.

Questions to ask in writing and editing your needs statement:

- Does the needs statement lead the reader to conclude that there is a need that warrants special funding?
- Is the need being outlined one that is within the scope of the grant's objectives?
- Does the needs statement indicate how your proposal will contribute to improvement or problem solution?
- Is there a clear relationship between the grant's objectives and your proposal's needs statement?
- Does the needs statement reflect that the writer has done "homework" and has researched the nature of the problem? Are there specific references to studies, statistics, or research on a state level, let alone a local level?
- Are facts presented which substantiate your claims? How will the reader know your claims are true?
- Does the needs statement indicate how central is the need to the vitality of your institution or the effectiveness of your educational service?
- Is there evidence of familiarity with the issues--students? existing campus programs? administrative and faculty resources/support? etc.
- Are statements specific? Have references that are vague, incomplete, misleading, or too-widely-generalized been removed?
- Is there a specific description of the need at your college--or is the need assumed to be the same as would exist at every community college in California?
- Does the needs statement refer to other projects that have been attempted in the past, either at the specific college or other colleges, that would further persuade the reader that the need for something <u>new</u>, something different than past efforts, is proposed?

- Has the targeted group been adequate described?
- Is there an understanding of what results you anticipate that you will achieve?
- Does the last sentence/paragraph of the needs statement summarize the assertions made earlier, and end with a strong statement about the importance of meeting the need and rectifying the situation?
- Are the tone and structure persuasive?

TIP: **Put supporting materials (enrollment data, student demographics, etc.) in tables or charts in the Appendices. Make reference to these so that the reader is able to find them quickly.**

The following examples demonstrate the necessity of developing a well written needs statement.

Example 1
Mountain View College's program for vocational education students seeking jobs has been extremely successful. Since 1987-88, we have been helping students to find jobs in the local community. Nine local businesses find the majority of their new employees through the college. In addition, local business people have had a chance to "meet and greet" at our annual luncheons. Even the mayor of our city has commended us for providing a very useful service.

Example 1 is a poorly written needs statement. While it demonstrates the benefits of the program, it does not lead the readers to believe that there is a clear need for additional funding. Also, the statements are vague and the name of the program is never mentioned. While some facts and figures are offered to defend the programs successes, it does not build a case for why additional resources are necessary. In addition, the tone is too familiar.

Example 2
Practically speaking, every community college student in the State of California is having difficulty finding employment once they graduate. Students say they usually find out about job openings from their friends, relatives, and neighbors. Employers also claim that it is difficult to identify qualified employees familiar with new technologies. Mountain View College has addressed this problem by establishing a Regional Clearinghouse where students are notified of jobs in our area. Some students claim that they found their jobs because of the clearinghouse. However, we know that there are other businesses in the community not utilizing this service, and statistics show that the number of available jobs is decreasing while the number of people looking for jobs continues to increase. The challenge, therefore, is to devise a recruiting strategy that will target employers who are not linked to the clearinghouse, and encourage them to hire vocational education students from Mountain View College.

While the above example is adequate, it does not make an exceedingly strong case for the project. For example, it does not offer enough detail on the development of the project, nor does it use concrete data to substantiate the claims.

Example 3

During the last three years Mountain View College has conducted a survey of recent graduates to collect employment data. Findings from these surveys indicate that a growing number of students describe themselves as unable to find work upon obtaining their degrees. According to self-reports from students graduating in the spring of 1990, approximately 40 percent were unable to find work within 6 months of graduating, a 25 percent increase from 1987. Thus, the numbers of students who are unable to find work appears to be steadily growing in the local community.

It appears that Mountain View is a microcosm of the nation. According to the U.S. Department of Labor, unemployment is at its fastest growing rate in five years. Businesses have been laying-off workers in record numbers. Recent statistics show that the number of employees laid off last year has increased by 12 percent from the year before. Given these numbers it is no wonder that students graduating from college are unable to find work.

Conversely, a parallel survey of local employers indicates that when new jobs are available, employers are unable to find qualified candidates to fill these positions. Employers assert that their current workforce does not possess the expertise in current technology, and that they have difficulty identifying younger candidates who have training in these new technologies.

During the last five years, Mountain View has launched an intensive effort to develop enhanced support services for students who are preparing to graduate and undertake a job search. One such effort has been the Regional Clearinghouse. This resource allows local employers in search of potential employees with specific job skills access to students who have received vocational training in specific technologies. Furthermore, students who are graduating are informed of potential jobs and are able to send resumes and set up job interviews.

Although employers who have utilized the service have given it a high rating, many businesses are still not aware of this resource. Now is the time to launch an innovative recruiting program that will market our new services to a larger population of businesses both locally in Mountain View and in the surrounding region. Through an innovative recruiting and marketing program, Mountain View will be able to increase access to employment for vocational education students while providing a use services for businesses in our community.

Example 3 builds a strong case for additional funds for the Regional Clearinghouse. Facts and statistics are used to support the basic premise of the argument. The example offers a clear history of the development of the project. The needs of both the students and the employers are clearly stated. It is written in a professional style with an appropriate tone.

Goals and Objectives

All proposals will ask you to describe the projects goals and objectives, and often these two terms are used interchangeably. **Goals** describe the overall intent of you program or project. **Objectives** are the specific outcomes you are striving to achieve. Goals and objectives should not be confused with **activities and procedures**, which are methods and means of reaching your goals and objectives.

The following should be kept in mind in developing objectives:

- The RFP project specification may identify a minimum number of objectives. Your proposal may include additional objectives.
- All objectives should be numbered and stated in measurable terms.
- Your proposal should indicate how objectives will:
  1. Promote progress in vocational education; and
  2. Improve programs and/or services for students.
- Objectives involving research and curriculum development projects must demonstrate a reasonable probability that the contract will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of your contract.

Example 1: An objective that is not measurable:

Help single parents and displaced homemakers have greater access to student services.

Example 2: An objective that is measurable:

Identify characteristics of local single parent and displaced homemaker populations.

Ask yourself this question to determine if your objective is measurable: **How will I know when I have achieved my objective?**

For every objective you write, you should be able to answer this question. If you can answer "how" you will know something, you are measuring or quantifying an outcome.

TIP: Objectives may be given by the RFP or you may be expected to write or supplement objectives.

TIP: **Remember: Any objectives provided in the RFP are the minimum. Your proposal may be strengthened by adding, enlarging, etc. the RFP's objectives.**

Procedures/Activities

This section of your proposal must:

- **Describe the procedures and/or activities that will be utilized to accomplish each of the project objectives.**
- **Describe the sequence of activities utilizing a timeline with narration.**

The **procedures/activities** section of the proposal outlines what you will actually do to address the need. What will be the activities you plan and execute that will help you meet your objectives?

Questions to ask yourself regarding procedures/activities include:

- What specific actions will be made possible by the project?
- What is your rationale for selecting these specific procedures/activities?
- Is the relationship between the proposal's objectives and specific procedures/activities understandable and logical?
- Are there activities that are do not tie directly to the proposal's objectives?
- Are there objectives for which no procedures/activities have been developed?
- How will these procedures/activities allow you to reach your objectives?

TIP: **Most projects develop a new program or approach, or reshape an existing activity.**

Examples of project activities:

Example 1
Conduct an in-class survey of a sample of vocational education students to determine to determine specific information needs, including financial aid, counseling, childcare, work-study, among others.

Example 2
Meet with Advisory Committee to review findings from in-person surveys.

Example 3
Research and write non-traditional student profiles for local newspaper and radio/television stations.

TIP: You must remember to clearly and concisely state the rationale for your activities. You must be able to explain why the activities you propose are will help you achieve your objectives more appropriately than another set of activities.

TIP: Do not confuse objectives and activities/procedures. Objectives are the outcomes you are striving to achieve. Activities and procedures are methods and means of reaching your objectives.

Sometimes a chart showing the relationship between objectives and activities is helpful. The figure below offers an example of this type of chart.

Objective 1: Establish mentoring program for African American women.	**Objective 2:** Redesign the curriculum for veterinary assistants.	**Objective 3:** Assess effectiveness of a leadership training program for community youth.
Activities 1. Recruit students. 2. Recruit mentors. 3. Provide in-service training for mentors. 4. Match students with mentors.	**Activities** 1. Evaluate current curriculum. 2. Obtain and assess curricula for other veterinary assistant programs. 3. Assemble advisory committee of veterinarians and college faculty. 4. Redesign curriculum.	**Activities** 1. Develop and distribute participant evaluation form. 2. Conduct interviews with key staff members. 3. Collect and analyze results of questionnaire. 4. Produce a report detailing findings.

Timeline

The **timeline** indicates the relationship between the proposed procedures/ activities and the project's calendar. Timelines are helpful for both proposal writers and reviewers for the following reasons:

- The sequence of activities are visually indicated.
- Activities that are sequential and concurrent are clearly shown.
- The reader can frequently see the relationship between key personnel who will be involved.
- The timeline establishes a timeframe for when project will be ahead, on, or behind schedule.
- The amount of time (and staff) will be devoted for each major project activity are indicated.

TIP: **Allow realistic time for activities that may be outside of your control, e.g. advisory committee meetings; printing scheduling; etc.**

TIP: **Build in some reasonable "slack" into your timeline. They may be unanticipated delays, setbacks, changes, etc.**

You need not use specialized computer software to develop helpful, accurate timelines. Word processors, rulers, and pens will do the job.

TIP: **Use solid, dash, or dotted lines, (or color, if available) etc. to add detail to the timeline.**

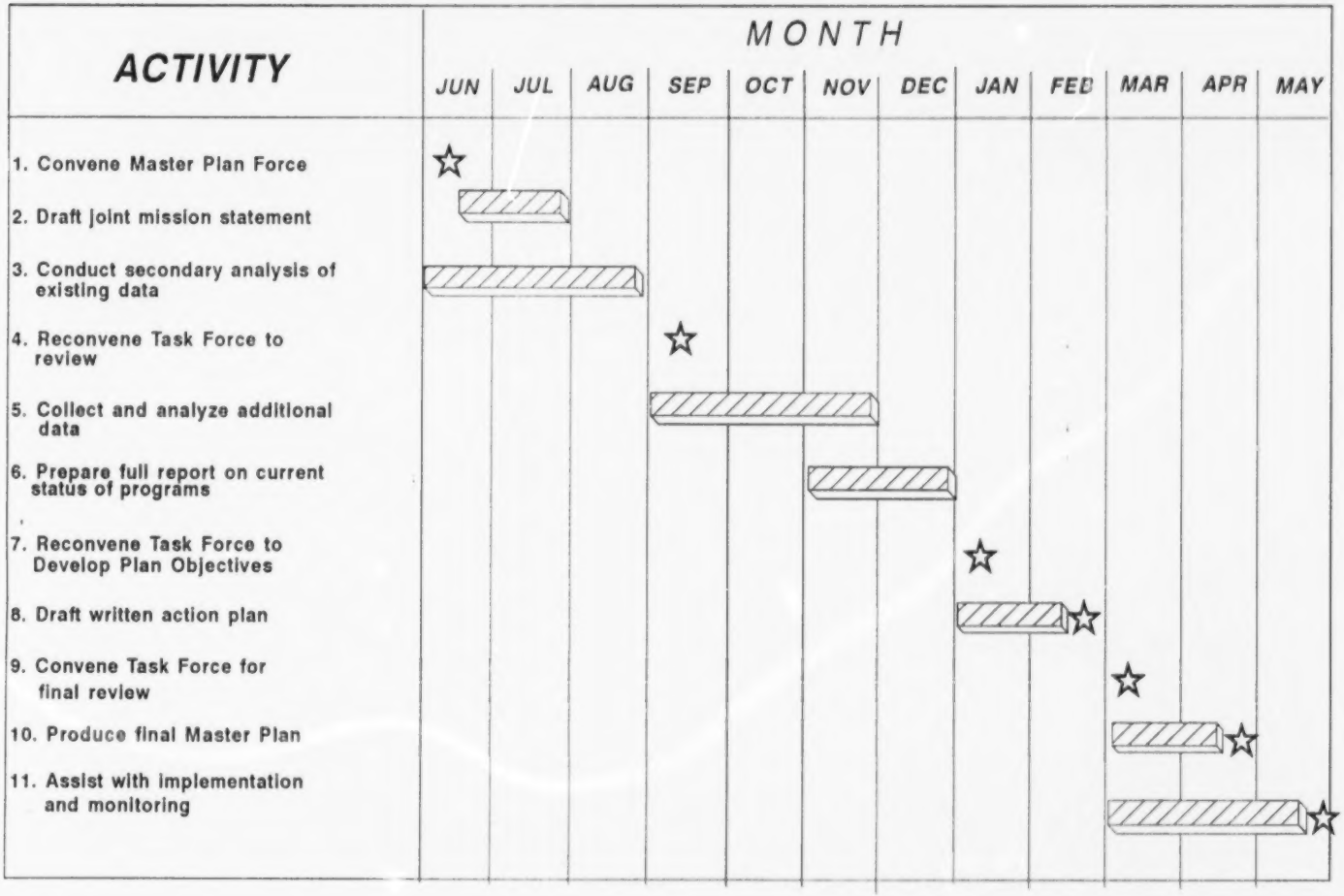
An example of a timeline is provided on the next page.

Project Management

In this section of your proposal, include the following:

- **Provide a management plan for the operation of the project;**
- **Show evidence of the proposed staff's commitment to the project.**

Project Timeline



In this section you will also describe the number of hours or percent time each person named in the proposal will devote to project tasks. In providing a management plan, it is important to discuss the following:

- Why each individual has been selected (their talents, expertise, experience)
- How each will work together to produce the desired results; and
- How the team will work with the contracting agency to further the goals of the proposed project.

You may also include a brief description of each staff member that includes their anticipated role and time commitment. Below is an example:

> Ms. Jane Doe will serve as a Project Manager, and will devote 35 percent time to the project. Ms. Doe will have major responsibility for project operations, including facilitating workshops, overseeing the development of recruiting materials, and coordinating the symposium. Ms. Doe managed the project during the last program year, serving as gender equity coordinator, editor for the Single Parent Newsletter, and symposium facilitator. Ms. Doe has conducted extensive research in Women's Studies. Since coming to Mountain View College, Ms. Doe has been involved in the Evaluation of the State-Sponsored Sex Equity and Single Parent/Homemaker Projects, and has networked with local JTPA programs and community-based organizations in the area.

Resumes of the proposed staff should also be included in the Project Management section to support your assertions of experience. The table on the following page "Words to Use and Avoid in Resumes" will help you to write strong statements about yourself and those who will assist you in implementing the proposed project. In cases where a large staff will be utilized, you may want to include a management chart. An example is shown on page 22.

The Project Management section should include the past projects which demonstrate your program's experience, recent/previous programs conducted which indicate commitment to serving target populations and should demonstrate your program's ability to succeed in innovative projects.

TIP: **Include only experience (in resumes and in college project histories) that relates directly to the activities or scope of the proposal. Do not include material that has no bearing on the current need, workplan, or necessary skills.**

Words to Use and Avoid in Resumes

Use these words when they accurately reflect your experiences and accomplishments:

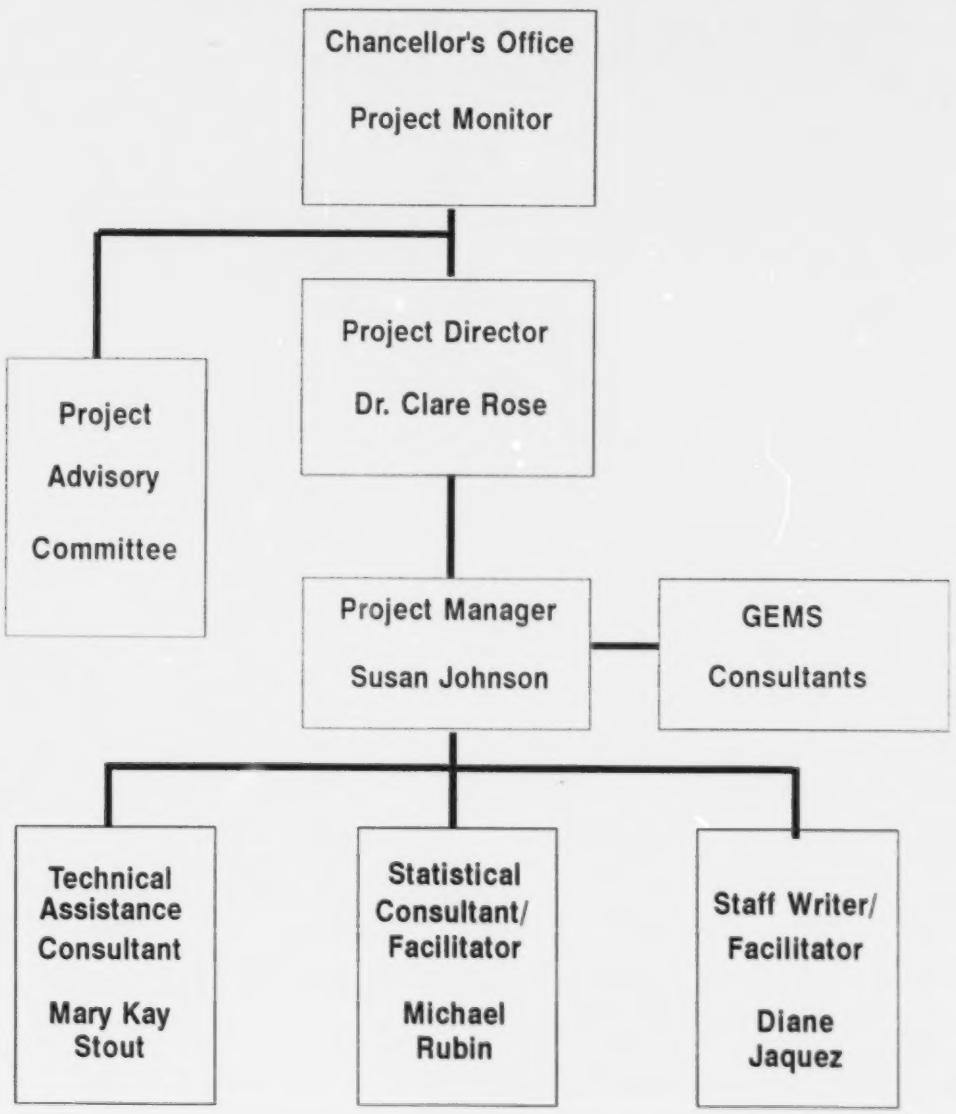
Managed	Administered	Directed
Instructed	Supervised	Examined
Organized	Lead	Edited
Conducted	Critiqued	Steered
Reviewed	Headed	Analyzed
Oversaw	Assessed	Evaluated
Wrote	Collected	Researched
Planned	Structured	Facilitated
Trained	Studied	Responsible for
Executed	Coordinated	Chaired
Allocated	Regulated	Surveyed
Measured	Controlled	Classified
Scheduled	Increased	Distributed
Marketed	Presented	Investigated
Appraised	Created	Developed
Established	Advised	Generated
Publicized	Prepared	Hired
Interviewed	Staffed	Screened
Summarized	Scheduled	Streamlined
Identified	Reorganized	Revamped

Avoid these words in describing your experiences and accomplishments

Assisted	Aided
Supported	Maintained
Participated in	Took part in
Helped with	Served
Worked with	Worked under
Followed	Observed
Standard	Attended
Processed	Arranged for

Also: Provided general office support ..... under the direction of ...

Organizational Chart



Locations/Facilities

Key considerations regarding your college's location and facilities include:

- **Identify the headquarters, site(s), and location(s) of the project activities and show evidence that they are available when needed.**

- **Describe how the location/facilities for your project activities were selected and why.**

An example of a description of location/facilities for a community college follows:

> **Mountain View College is located in Smokey River, California. All proposed work will be undertaken at the campus with outreach efforts extended to the surrounding four communities (Rocky Rim, Glenridge, Blue Forest, and Desert Flats). The College's facilities include small and large conference rooms, student services and counseling centers, library, and extensive computing capabilities including, mainframe (IBM 3090) and microcomputers. In addition, the campus' computer system supports a variety of software packages including WordPerfect, dBase, Lotus 1-2-3, Ventura Publishing, SPSS^X and Harvard Graphics. The proposed project director has direct access to both the mainframe and microcomputers, both of which will be utilized in developing a student database and for the subsequent analyses of student records. In addition, all typesetting, design, and printing will be handled by the college using existing computer software packages.**
>
> **Mountain View's student body includes trained, multi-lingual interviewers who have undertaken previous interviews both of native and of non-native English speakers. This interview team has extensive experience in conducting surveys with the targeted population.**
>
> **All the necessary facilities and staff are available to successful conduct the work outlined in this proposal. All have been scheduled for use in this project.**

TIP: Include only that information related to your campus' location/facilities that applies directly to the proposed project.

Evaluation

How will you know if you, in fact, meet your objectives? How will you know if there has actually been improvement? How will you identify areas that require greater attention? How will you determine which components to strengthen? which to drop?

Evaluation is the means of determining if you accomplished what you set out to do. In this section of your proposal you must describe how you intend to determine whether your project has accomplished its objectives.

There are three central guidelines to writing this section of the proposal:

- Describe the in-house formative and summative evaluation methods to be used with this project.
- Describe the methods to be used in treating evaluation data.
- Estimate that between 5 and 15 percent of the total direct costs should be used for an independent third party evaluation of the project. The Chancellor's Office RFPs frequently state a limit on how much may be spent on an evaluation.

Your proposal's evaluation section describes how you intend to determine whether your project has accomplished its objectives. You should be able to identify some indicators of reaching your objectives.

Your evaluation plan will be unique to your project's objectives. It will "flow" out of clearly and concisely written measurable objectives.

TIP: **Use your objectives as the starting point to developing an evaluation plan. Your objectives will determine where you should anticipate outcomes that you can assess.**

Dissemination

Who will benefit from your hard efforts and good works? **Dissemination** is the process of informing others of the project's overall impact and effectiveness.

With this in mind, dissemination efforts should:

- Present a plan for working with education agencies, institutions, and individuals that would benefit from your project's services or products;
- Outline the methods and extent of dissemination of your project's products or services;
- Describe how you intend to present your project's outcomes. Your budget should reflect the costs of dissemination activities.

In addition, it is important that you describe the likelihood that the activity will be continued after the initial project is completed. Discuss which aspect(s) of your project you anticipate will be replicable or applicable elsewhere?

TIP: **Do not shortchange evaluation or dissemination. Both are inherent to any Chancellor's Office project that receives funding. If no plans are presented for either evaluation or dissemination, the proposal will be disqualified.**

Statement of Compliance

The Statement of Compliance form is included with the RFP. Read, complete and sign this form. It is required by the State General Services Department.

Appendices

The **Appendices** provides a systematic means of eliminating secondary or supporting material from the main body of your proposal. Without interrupting your major points, auxiliary materials are still available to the reader and provide background, documentation, clarification, etc.

Include in your Appendices such materials as:

- Letters of Commitment from administrators, faculty, community leaders and agencies, etc.
- Campus enrollment figures, tables, charts, etc.
- Maps, graphs, diagrams, computer printouts that are auxiliary to your proposal.
- Summary of student profiles, demographics, etc.
- Examples of newsletters, publications, flyers, newspaper articles, publicity ,materials, etc.
- Enabling and supporting legislation.
- Meeting minutes, recommendations, etc.
- Descriptions of earlier studies, other research findings, etc.
- Annotated bibliographies or literature reviews.
- Additional supporting documents and materials.

TIP: **When in doubt, put it in the Appendices.**

TIP: **Experienced Grant Writer Say: Better to have concise proposal and fat Appendices than other way around.**

THE COST PROPOSAL

Once the technical report has be submitted and approved, the contracting agency will open the **cost proposals or bids**. Many public agencies select contractors in this two-phased process. First qualified bidders are selected to be finalists based on the merits of their technical proposal. Then the cost proposals of these finalists will be opened to determine the winner of the RFP. In an effort to promote cost effectiveness, public funds are often awarded to the lowest bidder.

According to the Chancellor's Office specifications, the "Cost/Price Bid must be reasonable, and must be in a total amount equal to or less than the amount specified in the RFP as the maximum funding designated for the entire project." This is true of most public agencies as well. If applying for a mini-grant from the Chancellor's office, you may be asked to submit a budget within the proposal instead of a separate cost proposal.

Your budget/cost proposal will, at minimum, require the following:

- Budget Summary for each funding source
- Budget by Objective
- Detailed Budget (budget per line item)

It is possible that the cost breakdowns may vary form project to project. Mini-grants, in particular, are likely to require less budget information.

Be sure to follow instructions in the RFPs directly, and to use the budget forms provided in the RFP. Failure to complete appropriate budget forms will result in proposals not being reviewed for funding consideration.

Detailed Budget

The detailed budget provides a line item breakdown of expected costs including salaries, indirect costs, books and direct costs such as printing. A "Detailed Budget" must be included in the budget section of the proposal. Before the detailed budget can be completed, however, there is a crucial step in the "critical path" that must be taken first -- that is, to prepare a budget by each task, which includes every cost associated with implementing the task. Unless this step is completed, you run the risk of miscalculating the costs necessary to complete each activity you propose.

For example, the detailed budget requires "clerical salaries" for the project to be entered on line 2100. The number of hours of clerical assistance needed for each proposed task, therefore, need to be calculated in order to accurately project the

correct amount for line 2100. This is true for all other salary categories (teachers' salaries, supervisors' salaries, counselors' salaries etc.), and for all other line items.

One way to calculate expected costs, is to prepare a separate budget spreadsheet, (either using computer software such as Lotus 1-2-3 or using hand calculations) of the requirements for each task described in the "Procedures/Activities" section of the proposal. Below is an example of a budget for clerical needs:

Task: Survey Students	**Clerical Hours**	**Clerical Rate**	**Total Cost**
Prepare survey form	5	5.00	25.00
Stuff envelopes	3	5.00	15.00
Tally responses	10	5.00	50.00
Total	18	5.00	$90.00
Task: Print Flyers	**Clerical Hours**	**Clerical Rate**	**Total Cost**
Prepare memo for committee	1	5.00	5.00
Assist with camera-ready art	3	5.00	15.00
Duplication time	4	5.00	20.00
Distribute to community-based organizations	6	5.00	30.00
Total	14	5.00	$70.00
Total Clerical Costs			**$160.00**

Of course, the hours required for each task are estimates, but are necessary to the overall preparation of a realistic "do-able" budget. If these were the only two tasks that you anticipate will require clerical assistance, then on line 2100, you would enter the total amount, or $160.00.

Project Budget Summary

A "Project Budget Summary" sheet is required for each funding source. For Chancellor's Office RFPs, the funding sources will be listed at the top of the "Project Budget Summary" forms, as shown in the example on the following page.

This form allows you to report total line item expenses for each funding source, and the matching funds that will be made by your college to meet these expenses.

Project Budget by Objective

To complete the "Project by Objective, return to the objectives section of the proposal. First, transpose each of the objectives onto the "Project by Objective form." Second, return to the detailed budget spreadsheet, and breakdown the anticipated expenses

by objective. This form shows the funding agency the distribution of costs, and which objectives will absorb the bulk of the funds.

Chancellor's Office RFPs will include specific forms which must be completed and which include this information. Other public grants may require you to develop these charts from scratch. Spreadsheet programs such as Microsoft Excel and Lotus 1-2-3 are ideal for this function.

Tying It All Together

How will you know when you have covered all the major issues and components required in writing proposal?

The following checklist of questions should help determine whether you have tied all the pieces together, or whether you have additional work to do:

- Do the sum of the parts equal the whole? ...in other words, does each section contribute **unique but interlinking** information that adds insight, detail, and rationale to understanding how the project allows you to meet your objectives.
- Do the sections of the proposal seem logically connected and related to each other?
- Does the tone and syntax of the writing appear even and consistent from one section to another?
- Does the proposal address: What? Where? When? Why? Who? and How?
- Do the components appear "do-able"? Is the timeframe reasonable? staff qualified? activities/procedures realistic? costs plausible? resources available? outcomes probable?
- Are there questions that are raised and not addressed?
- Are there environmental factors (limitations, unique resources, community factors) that must be explained or clarified?
- Does the abstract truly relate information central to the proposal?
- Will the reader be convinced that your proposed work will bring about the outcomes you desire?

Organization: Mountain View College

Vocational Education Unit
California Community Colleges

(Project Title) Innovative Recruiting Strategies

ID No.: 90-xxxx

You must complete a separate Project Budget Summary form for each funding source.

- ☐ Title II, Part A (Handicapped)
- ☐ Title II, Part A (Adult)
- ☐ Title II, Part A (Single Parent)
- ☐ Title II, Part A (Sex Equity)
- ☐ Title II, Part A (Disadvantaged)
- ☐ Title II, Part B
- ☐ Title III, Part A
- ☐ Title III, Part B

PROJECT BUDGET SUMMARY

(Review matching funds requirements)

Object of Expenditure	Classifications	Line	(Matching Funds) Local Funds	State Funds	Fed. Funds PL 98-524	Total
1100	Teachers' Salaries	1				
1200	Supervisors' Salaries	2				
1200	Counselors' Salaries	3				
1400	Noninstructional Salaries	4			1400.00	1400.00
2100	Clerical Salaries	5			400.00	400.00
2200	Instructional Aides' Salaries	6				
2300	Other Classified Salaries	7				
3000	Employee Benefits	8	750.00		750.00	1500.00
4100	Textbooks, Other Books	9				
4XXX	Supplies	10			5000.00	5000.00
5XXX	Contracts (Services)	11				
5XXX	Conference, Travel	12				
5XXX	Contracts, Rents	13				
5XXX	Utilities, Housekeeping	14			600.00	600.00
6400	Equipment Lease Purchase	15				
Total Direct Costs		16				14500.00
Total Indirect Support Charges .03 % *Cannot exceed 8% of line 16*		17				435.00
Total Program Costs		18				14935.00

I authorize this cost proposal as the maximum amount to be claimed for this project.

Name/Title: _____

_____
(Signature)

BEST COPY AVAILABLE

- Is the proposal lean--fat cut away so that only the most critical information remains?
- Is supporting material clearly identified and placed in the Appendices?

Presenting Your Proposal

- **Provide "road maps" for the reader.** Whenever possible, let the reader know what you will cover in each section of the proposal.
- **Clearly label each section of the proposal, making it identical to the description in the Table of Contents.**
- **Use strong verbs.** (Go easy on the adjectives.)
- **Use bullets when making strong, brief points.**
- **Use readable type and easy-on-the-eye margins.**
- **Break up text and indicate important information with visual elements.** These might include tables, charts, graphs, figures, maps, and illustrations. Additional elements may include:
  - Underlining.
  - Bullets
  - **Boldface**
  - CAPITALS (Use sparingly. It is difficult to read lengthy passages of capitals.)
  - Larger type.
  - Different Fonts.
  - 1. Numbering and Indentation.
    1.1
    1.2.1
- **Do not go overboard on use of visual elements.** Select two or three that work well together. These should be used to help the reader understand major and minor points--not to create visual clutter.

- **Shorter sentences are better than longer sentences. The same is true for paragraphs.**
- **Summarize and highlight key points.**
- **Use numbers and lists when appropriate.**
- **Put Appendices to good use.** Include supporting materials that slow down the reader, including: tables, charts, letters of commitment, existing program descriptions, etc.

TIP: **Exactly match titles and order of proposal sections to the format outlined in the RFP.**

Conclusion

While the process of attaining funds might appear foreboding, it is important to keep in mind the Chancellor's office and many other sources allocate millions of dollars annually projects of all sizes which possess a variety of differing goals and objectives. Those funds exist to assist programs and projects like yours.

There is no magic to obtaining a grant. The only barrier between you and direct funding is a little bit of hard work. Good Luck!!

RESOURCES

The resources listed below provide additional information about public and private funding sources.

Printed Material

Vocational Education Special Projects Request for Proposals,
Chancellors Office, California Community Colleges
1107 9th Street
Sacramento, CA 95814
(916) 445-0486

Library Collections

California Community Foundation
Funding Information Center
606 S. Olive Street, Ste. 2400
Los Angeles, CA 90014-1526
(213) 413-4042

California State Library
Information & Reference Center
914 Capitol Mall-Rm. 301
Sacramento, CA 95814
(916) 654-0261

Community Foundation for Monterey County
177 Van Buren
Monterey, CA 93940
(408) 375-9712

The Foundation Center
312 Sutter St., Rm. 312
San Francisco, CA 94108
(415) 397-0902

Grant & Resource Center of Northern California
Building C, Suite A
2280 Benton Dr.
Redding, CA 96003
(916) 244-1219

Nonprofit Development Center Library
1762 Technology Dr., #225
San Jose, CA 95110
(408) 452-8181

Nonprofit Resource Center
Sacramento Public Library
828 I Street, 2nd Floor
Sacramento, CA 95812-2036

Peninsula Community Foundation
Funding Information Library
1700 S. El Camino Real, R301
San Mateo, CA 94402-3049
(415) 358-9392

Riverside City & County Public Library
3581 Seventh Street
Riverside, CA 92502
(714) 782-5201

San Diego Community Foundation
Funding Information Center
101 West Broadway, Ste. 1120
San Diego, CA 92101
(619) 239-8815

Santa Barbara Public Library
40 E. Anapamu Street
Santa Barbara, CA 93101
(805) 962-7653

Santa Monica Public Library
1343 Sixth Street
Santa Monica, CA 90401-1603
(310) 458-8600